



Cesar Chavez High School
Phoenix Union High School District
3921 W. Baseline Road, Laveen, AZ 85339-1801

ARIZONA
School Report Card
2001-02

Principal: Dr. Jim McElroy, Ed.D.
Schedule: 7:00 AM to 4:00 PM
Web Address: www.phxhs.k12.az.us/chavez/imc.htm
E-mail: mcelroy@phxhs.k12.az.us

Grades: 9-12
2001 Enrollment: 2148
Phone: (602) 764-4010
Fax: (602) 764-4406

▼ School Overview ▼

Mission

Our singular purpose at Cesar Chavez High School is to provide a high quality education for all students, so they can meet the choices and challenges of the 21st Century.

Organization and Philosophy

- w Committed to Continuous Learning
- w Shared Decision Making
- w Improvement of Instruction
- w Courses Aligned w/AZ Academic Standards

Instructional Programs

- w Agri-Science/Business Magnet
- w Performing and Fine Arts Program
- w ESL/Bilingual Instruction
- w Dual Enrollment with Community Colleges
- w On-site Special Education Programs
- w Tutorial and Mentoring Programs
- w Introductory-Advanced Technology Classes
- w JROTC

School/Academic Goals

- w Improve reading comprehension, interpretation and evaluation of a wide range of texts and literature.
- w Effectively write a persuasive essay, literary analysis, research document, narrative, and other informal and formal communication.
- w Apply mathematical knowledge and concepts to real-life problems in number sense; data analysis and probability; patterns, algebra and functions; geometry, measurement and discrete mathematics; mathematical structure/logic.
- w Understanding and application of science in scientific inquiry, uses of technology, life science, physical science, and earth and space science.

Enrollment

October 1, 2000 School Year Student Enrollment:	1557
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	No
Number of Students Attending Under Open Enrollment in 2000-01:	0

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 1 Parent(s)
 4 Community Member(s)
 2 Student(s)

Council Duties

w Instructional Programs/Strategies
 w School Improvement
 w School/Community Relations
 w Extracurricular Activities
 w Work to Raise Graduation Rate
 w Opportunity for Stakeholder Involvement

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	5.00	Teacher	110.00
Other Professional Staff	19.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	2	0
4 to 6 years	7	9	0	0
7 to 9 years	6	17	1	0
10 or more years	9	36	0	1

▽ Shared Responsibilities ▽

School

Curriculum is aligned with the Arizona Academic Standards, and we provide the environment necessary to achieve the highest level of academic and extracurricular success. We offer dual enrollment and Advanced Placement classes, student internships, co-curricular activities, JROTC, support groups, tutorial and mentoring programs and a competent, caring staff. We give all stakeholders the opportunity to be involved with decisions that affect them.

Parents

Parents are asked to provide proper health care (immunizations, etc.); support academic achievement and a safe learning environment by monitoring learning activities and student behavior; participate in site councils and committees which affect students; and attend meetings, conferences and activities which support communication between the school and parents.

▽ Transportation Policy ▽

Most students who attend CCHS are eligible to be transported to and from school by bus. Bus transportation is also provided for students who participate in afterschool athletics, activities and tutoring. Special education students are transported directly from their home to school, if necessary. The transportation boundaries are from Central Avenue to 83rd Avenue; Salt River Channel to Ray Road. School vans are used to transport students who fail to catch their assigned bus.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/13/01
Average Daily Instruction Time:	5 hrs. 50 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/24/01	12/26/01	3/20/02	6/2/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W State-of-the-Art Media Center	W State-of-the-Art Technology Labs
W Computer-assisted Drafting Labs	W Stellar Performing Arts Facilities

Extracurricular Activities

W Full Range of Boys & Girls Sports	W National Honor Society
W Associated Students (Student Government)	W Amnesty International
W FCCLA (Family Career Club)	W MECHA/Ebony/Native American Clubs
W DECA	W Many, Many More Activities

School/Community Resources

W Recreational Activities	W Health Services
W Counseling Services	W Community Liaison Services
W American Indian Advisory	W Welcome Center

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Students use cross-curriculum learning strategies focused on reading and writing improvement in all classes.</p> <p>W Teachers across the curriculum join in after school training, in an Interdisciplinary Cadre, to plan and develop teaching strategies. Best practices in teaching are studied and utilized in a grass-roots effort to improve instruction.</p> | <p>W All teachers participate in technology integration. Computer projection systems are used in all classrooms. Digital photography labs, computer-aided design and applied technology classes round out direct technology instruction for students.</p> <p>W A comprehensive performing arts program, consisting of marching and concert bands, choirs, piano, dance, drama, and percussion, is the pride of the CCHS community. Computerized composition and theory complete the learning experience of this program.</p> |
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Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.9 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	21.2 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	4.3 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	4.8 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	10.6 %			11.1 %
Status Unknown ⁸	3.4 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
NBEA Award of Merit	1999
Silver Pen Award	2000
PAIGE Program Internship Recipient	2000
Honorable Mention Arizona Latino Media Association	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 10 (Class of 2003) ²		Number Tested ³	MS	FFB	A	M	E	C
Reading	School	358	492	21%	34%	40%	3%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	429	449	33%	58%	10%	0%	42%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	362	450	82%	13%	4%	1%	NA
	State	47215	479	50%	19%	21%	10%	NA

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

³**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	--	--	43	--	--	44	--	--	43	75	22	43	64	20	43
	Language	--	--	37	--	--	39	--	--	39	78	21	40	70	18	41
	Mathematics	--	--	54	--	--	57	--	--	57	79	36	59	69	38	61
10	Reading	--	--	42	--	--	42	--	--	42	73	19	42	--	--	--
	Language	--	--	43	--	--	43	--	--	44	77	19	44	--	--	--
	Mathematics	--	--	46	--	--	47	--	--	49	79	28	50	--	--	--
11	Reading	--	--	46	--	--	46	--	--	44	--	--	45	--	--	--
	Language	--	--	42	--	--	43	--	--	42	--	--	44	--	--	--
	Mathematics	--	--	49	--	--	51	--	--	52	--	--	55	--	--	--

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Cesar Chavez staff, including nine security guards and one School Resource Officer, participate in intensive training to provide a safe learning environment. Students, staff and visitors are identified with badges, assisted by closed-circuit television camera surveillance. Campus is swept for truant students between classes. Student peer mediations, WeTIP and Secret Witness programs, and parent involvement are used. Crisis Management Plan and School Evacuation plans are in place and drilled.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

6

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,379	\$1,436,689
Classroom Supplies	\$36	\$37,371
Administration	\$221	\$230,759
Support Services-Students	\$351	\$365,917
Other Support Services and Operations	\$1,184	\$1,233,756
Total Expenditures- All Categories 1999-2000	\$3,171	\$3,304,491

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,024,392.88 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Trigger Funds were used to supplement teacher salary increases in fiscal year 2000-01 to stay competitive and attract teachers in shortage areas.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jim McElroy	(602) 764-4010	
Transportation Policy	Jose Arenas	(602) 764-4045	
Community Resources	Debra Arroyo	(602) 764-4020	
School Nutrition Programs	Elvia Gonzalez	(602) 764-4004	
Parent Organization	Nicki Miller	(602) 764-4010	
Student Health/Nurse	Gil Johnson	(602) 764-4036	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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